

Geography F

End-of-level review

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Contents

Section	Page
End-of-level review	2
Marking guide — End-of-level review	15

End-of-level review

Both chapters · all 11 content descriptions taught in this book · 12 items · 24 marks · observed and oral · untimed · run in the last weeks of the year

About this review — teacher reference. Do not read this box to the children.

End-of-level review paper for Geography Foundation (VC2), covering both chapters of this book: Chapter 1 (sections 1A–1F) and Chapter 2 (sections 2A–2E), and all 11 content descriptions taught here. VC2HG2K03 is excluded entire per CONTENT_POLICY Rule 1 / TOC D3(a) and is NOT assessed; the First Nations clauses of VC2HG2K02, VC2HG2K04 and VC2HG2K06 are excluded per TOC D3(b) and are NOT assessed — each of those items runs on the neutral core only. Per TOC D9 (BINDING) there is no exam, no timed paper and no written response anywhere in this book: every item below is observed and oral. The adult reads every word; the child looks, points, sorts, says and does; the child reads nothing and writes nothing; nothing is timed. Evidence is scored against the achievement-standard extract language in the marking guide later in this booklet. Synthetic-data-free: every item draws only on tasks, figures and materials that already exist in sections 1A–1F and 2A–2E of this book — nothing new is introduced, no data is invented and no source line is repeated as a new claim.

Items 1–6 draw one item from each section of Chapter 1 (1A→1F, knowledge and understanding); items 7–11 draw one item from each section of Chapter 2 (2A→2E, skills); item 12 is the cross-chapter synthesis item. Each item is worth 2 marks: the first mark line observes recall of the section's core content, the second observes the child applying it. Every item names its materials from the section it draws on — print or locate those figures before the session. Each content description is also observed inside its own section (see the section observation sheets); this review observes it once more, cumulatively, at the end of the level.

Item	Section	CD	What it observes	Marks
1	1A	VC2HG2K01	features on the Sunview map; the child's own special place and how it is cared for	2
2	1B	VC2HG2K02 (neutral core, D3(b))	sorting five place names into the three homes; telling a name story	2
3	1C	VC2HG2K04 (neutral core, D3(b))	ordering the place ladder; locating Victoria and a major feature on the Australia map	2
4	1D	VC2HG2K05	sorting natural and constructed features; seeing a change and naming a carer	2
5	1E	VC2HG2K06 (neutral core, D3(b))	today's weather with a sky word and one watched thing; one day in three places	2
6	1F	VC2HG2K07	sorting the connection cards; close and far on the map; the child's own connection	2
7	2A	VC2HG2S01	the four question	2

Item	Section	CD	What it observes	Marks
			words; asking a question at a map and placing it on the mat	
8	2B	VC2HG2S02	collecting on a short walk and sorting into the two hoops; recording with dots	2
9	2C	VC2HG2S03	finding map features with the legend; sorting a pictorial table (or the close/distant sort)	2
10	2D	VC2HG2S04	one conclusion from the park dots; one proposal from the care cards, with a reason	2
11	2E	VC2HG2S05	the four display things; telling the care story with where-words	2
12	both	all 11 CDs	synthesis: one place the child likes, run through knowledge and skills together	2
			Total	24

How to run

- Run one child at a time, 10–15 minutes per part; item 12 is a warm talk, not a test. Spread the review over the last weeks of the year. Nothing is timed — stop while it is still fun.
- The adult reads every **Say:** line aloud, exactly as written. **Watch for:** notes are for the adult and are never read out.
- The child answers by looking, pointing, sorting, placing cards, saying and doing. The child reads nothing and writes nothing. When a response should be kept (a dot record, a sorted mat), the adult keeps it or photographs it and writes the child’s words on the back.
- One repeat per mark line is allowed (“Show me again” / “Tell me more”). If the child is still stuck, mark 0 and move on — a 0 is a teaching note for next term, not a failure.
- Give whole marks only: each mark line earns 1 or 0. The marking guide, later in this booklet, gives the rubrics, scored against the achievement-standard extract language, and full-mark runs.
- Item 8 uses a short walk. Follow your school’s outdoor rules; children walk, they do not run, and nothing sharp or dirty goes in the bag. If you cannot go out, use the window view of the yard and your school’s own photo collection, as 2B allows.
- Item 5 needs today’s real weather at the window (or the class weather-watch chart from 1E if the sky is not visible).

Things to have ready

All of it comes from the sections of this book — nothing new:

- **Item 1:** the Sunview pictorial map from 1A; the special-place cards from 1A; the caring cards from 1A (bin, watering can, seedling, park clean-up).

- **Item 2:** the name sort mat from 1B (figure 1B.7) and the five name cards: Victoria, Bourke Street, Williamstown, Swan Hill, Horsham (stories in figures 1B.4–1B.6).
- **Item 3:** the place-ladder boxes from 1C (HOME → TOWN → VICTORIA → AUSTRALIA); the Australia states-and-territories map from 1C; the states-and-capitals table from 1C; the big-features map, its key, and the four feature cards (river, desert, high land, reef) from 1C.
- **Item 4:** the sort mat and eight feature cards from 1D (hill, river, forest, park, building, road, bridge, playground); one change pair from 1D (the houses hill, the washed-away river bank, the planting, or the new bridge); the four carer cards from 1D (ranger, gardener, helper, builder).
- **Item 5:** the five sky cards from 1E (figure 1); the four-things table from 1E (figure 2); the one-winter-day-three-places pictures from 1E (figure 5); the clothes sort from 1E (figure 8); for the alternative run, the Darwin wet/dry pictures from 1E (figure 6).
- **Item 6:** the sort sheet from 1F (five picture cards — house with family, banana, ball, letter, sunny place with blue water — and the three mats: family, food, fun); the Australia places map from 1F (lines to Melbourne, Sydney, Brisbane, Perth); Mia’s web from 1F as the model.
- **Item 7:** the question-word cards from 2A (figure 2A.1); the question sort mat from 2A (figure 2A.7) with your class’s own scribed question slips; a map to ask at — the Sunview pictorial map from 1A or your local place map from 1C; the five big questions from 2A (figure 2A.6) for the follow-up.
- **Item 8:** a bag; the two hoops or mats from 2B (things we find / things people make, figure 2B.3); a dot-record sheet like figure 2B.4; for the alternative run, the Australia map like figure 2B.8.
- **Item 9:** the garden pictorial map from 2C (figure 2C.1); the symbols and legend from 2C (figure 2C.4); the clothes pictorial table from 2C (figure 2C.8) or the activities table (figure 2C.9); for the alternative run, the close/distant sort from 2C (figure 2C.12).
- **Item 10:** the park dots picture from 2D (run 8, kick 5, dig 4, sit 3); the six care cards from 2D; the inquiry-path picture from 2D.
- **Item 11:** Mia’s display model from 2E (figure 2E.1: the map, the photograph, the drawing, the thing — sand); the where-words panel from 2E (figure 2E.2); the three care-story pictures from 2E (figure 2E.5); for the alternative run, the weather infographic sheets from 2E (figures 2E.6–2E.7).
- **Item 12:** the child’s own choice from the shelves above: a map (1C or 1F), the feature cards (1D), the sky cards (1E), the question mat (2A.7), the care cards (2D), a blank display paper (figure 2E.9), the where-words panel (2E.2).

Part 1 — Chapter 1 — Geographical Knowledge and Understanding: Places and our connections to them

Items 1–6 · one item per section of Chapter 1 · 2 marks each · **12 marks** for the part. Run in any order; the item numbers follow the section order 1A→1F.

Question 1 — Our place — VC2HG2K01 — 2 marks

Content description: VC2HG2K01 (code referenced; VC2 wording is not reproduced) — the places children live in, why those places matter to them, what places are like, and how places are looked after.

Things: the Sunview pictorial map from 1A; the special-place cards from 1A; the caring cards from 1A.

1. **Find the features.** Say: “Look at the map of Sunview. Find three features. Point to each one and say its name.”
2. **Your special place.** Say: “Now tell me about a special place of your own. Why is it special to you? How do we look after it?”

Watch for:

- *Mark 1* — three features named from the Sunview map (the river, the hill, the park with trees, the school with the flag, the shops, the homes, the road — any three). Pointing alone is not enough; the child says the name too.
- *Mark 2* — the child names a special place of their own, gives one reason it is special (people, fun, feelings — any reason counts), and tells one way it is looked after. If the child is stuck, lay out the four caring cards from 1A (bin, watering, planting, park clean-up) as prompts.
- Score against extract A (band achievement standard — referenced, not quoted): the places-and-features language — the child says what places are like, why people care about them, and how places change and are looked after.

Record: on the recording sheet, write the three features the child named and the child’s own words for the special place.

Question 2 — Name stories — VC2HG2K02 — 2 marks

Content description (neutral core per TOC D3(b)): VC2HG2K02 (code referenced; VC2 wording is not reproduced) — how places get their names.

Things: the name sort mat from 1B (figure 1B.7); the five name cards: Victoria, Bourke Street, Williamstown, Swan Hill, Horsham.

1. **Sort the names.** Say: “Here are our five names. Say each name. Put the names where they go: names from people, names from what is there, names from a place a long way away.”
2. **Tell a name story.** Say: “Say one name. Tell me its story. Where did the name come from?”

Watch for:

- *Mark 1* — all five cards home: Victoria, Bourke Street and Williamstown with *from people*; Swan Hill with *from what is there*; Horsham with *from a long way away*. As in 1B, accept and discuss a defended second right answer (Swan Hill can sit with *from people* too, because a man said it).
- *Mark 2* — a real name story with an origin: Queen Victoria for Victoria; Richard Bourke for Bourke Street; King William for Williamstown; the birds and the hill for Swan Hill; a town far away for Horsham. A story about the child’s own places (“our school is called ... because ...”) counts just as highly.
- Score against extract A (referenced, not quoted): the defining-places language, through the naming work of 1B. The excluded clause and elaborations (D3) are never drawn on.

Record: note which home each card went to and the child’s name story in their own words.

Question 3 — From home to Australia — VC2HG2K04 — 2 marks

Content description (neutral core per TOC D3(b)): VC2HG2K04 (code referenced; VC2 wording is not reproduced) — showing where places are, from home scale to the nation, Australia’s states and territories, and its big features and places.

Things: the place-ladder boxes from 1C (HOME → TOWN → VICTORIA → AUSTRALIA); the Australia states-and-territories map from 1C; the states-and-capitals table from 1C; the big-features map, its key, and the four feature cards from 1C.

1. **Order the boxes.** Say: “Put the four boxes in order, from your home to all of Australia. Now find Victoria on the map. What is the capital of Victoria?”
2. **Put a feature on the map.** Say: “Put your hand on one feature — the river, the desert, the high land, or the reef. What is it? Put it on the big map where it goes. Tell me one thing about it.”

Watch for:

- *Mark 1* — the ladder ordered HOME → TOWN → VICTORIA → AUSTRALIA, Victoria found on the states map, and Melbourne said for its capital city. Ask the capital city once; if the child cannot say it, the ordered ladder plus Victoria still earns the mark.
- *Mark 2* — the card named (river, desert, high land or reef) and placed with rough truth on the big-features map — the Murray or Darling in the river blue of the south-east, a desert on the sand-with-dots, the Great Dividing Range along the east, the Great Barrier Reef in the pink by the north-east sea — and one true thing said about it (“the river is long”, “the reef is in the sea”). The child may check their placement with the map’s own key.
- Score against extract A (referenced, not quoted): the showing-where language — from home scale to the nation, the states and territories, the big features. The Countries-and-Places clause is excluded (D3(b)) and never drawn on.

Record: note the ladder order, the capital city said, and the feature and where the child put it.

Question 4 — Features, change and care — VC2HG2K05 — 2 marks

Content description: VC2HG2K05 (code referenced; VC2 wording is not reproduced) — what places are made of, how they change, and who looks after them.

Things: the sort mat and eight feature cards from 1D; one change pair from 1D; the four carer cards from 1D (ranger, gardener, helper, builder).

1. **Sort the features.** Say: “Put each feature where it goes on the mat. Natural features on one side — people did not make them. Constructed features on the other side — people made them. Tell me about the park: why did you put it there?”
2. **What changed? Who cares?** Say: “Look at these two pictures of the same place. What changed? How do you know? Now look at the four people who look after places. Put your hand on one. How do they look after a place?”

Watch for:

- *Mark 1* — the seven fixed cards right (hill, river, forest natural; building, road, bridge, playground constructed). The park, as in 1D, may go on either side **if the child gives a reason** (“people made the playground” / “the trees and grass grow there”) — a reasoned park earns the mark; a silent park does not lose it if the other seven are right and any reason at all is offered when asked once.
- *Mark 2* — the change named with its evidence: houses and a road new on the hill / the water washed the land away by the river / people dug and put in small trees and now there are many / a new bridge and road over the river. Plus one carer matched to a caring act, as in 1D: the ranger looks after the bushland, the gardener looks after the plants, the helper picks up around the park, the builder fixes up the old building.
- Score against extract A (referenced, not quoted): the features language — what places are made of, the ways they change, and who looks after them. The excluded elaboration (D3) is never drawn on.

Record: note the park reason, the change and the evidence the child pointed to, and the carer match.

Question 5 — Weather and seasons — VC2HG2K06 — 2 marks

Content description (neutral core per TOC D3(b)): VC2HG2K06 (code referenced; VC2 wording is not reproduced) — weather and seasons: the neutral core, taught in full.

Things: the five sky cards from 1E (figure 1); the four-things table from 1E (figure 2); the one-day-three-places pictures from 1E (figure 5); the clothes sort from 1E (figure 8); the window, or the class weather-watch chart.

1. **Today's weather.** Say: "Look at the sky. What is the weather like here today? Find the sky word for today and say it. Then tell me about one thing we watch: the rain, hot or cold, the sun, or the wind."
2. **Same day, three places.** Say: "Here is one day in three places. Tell me the weather at each place. Now put the clothes where they go: what do we put on at our place, in Darwin, and at Falls Creek? Why are the clothes different?"

Watch for:

- *Mark 1* — a sky word that matches today (sunny, cloudy, rainy, windy, snowy) and one watched thing said truly about today ("rain — there are puddles", "hot — we take our coats off").
- *Mark 2* — all three places described (our place: cold, hat on; Darwin: hot, big sun, sun hat; Falls Creek: snow falling) and the clothes sorted to match, with a reason ("cold days need warm things; hot days need sun things"). **Alternative run for mark 2:** show the Darwin pictures from 1E (figure 6): "Darwin has two seasons: a wet one and a dry one. Tell me about each. What is the sky like? What falls?" Accept either run.
- Score against extract A (referenced, not quoted): the weather-and-seasons share of the describing language. The seasonal-calendars clause is excluded (D3(b)) and never drawn on.

Record: note the sky word, the watched thing, and which run you used.

Question 6 — Connections near and far — VC2HG2K07 — 2 marks

Content description: VC2HG2K07 (code referenced; VC2 wording is not reproduced) — how people are connected to places: at home, across Australia, and across the world.

Things: the sort sheet from 1F (five picture cards and the three mats: family, food, fun); the Australia places map from 1F; Mia's web from 1F as the model.

1. **Sort the connections.** Say: "Here are five pictures, and three mats: family, food, fun. Put each one on its mat. Then tell me about one: where does the banana come from? Where does the letter come from?"
2. **Close and far — your own people.** Say: "Look at the map of Australia. Find Melbourne. Is it close to us, or far away? Now find a place that is far away. Then tell me about the people you love who are far away. What do you do? Do you go and see them? Do you talk to them?"

Watch for:

- *Mark 1* — the five cards on the right mats (the house with family and the letter to *family*; the banana to *food*; the ball and the sunny place with blue water to *fun*), and one card's place-connection told: the banana comes from a hot farm far away; the letter comes from Nana; the sunny place is the holiday; the ball is the game we all play, here and far away.
- *Mark 2* — Melbourne pointed to as close; Sydney, Brisbane or Perth pointed to as far (as on the 1F map); and the child's own connection told — a person and a place, with one way they stay close (visit, phone, letter, video, photos — any). If the child is stuck, hold up Mia's web: Nana and Pop in Colac, friends in Melbourne, bananas from far away.
- Score against extract B (referenced, not quoted): the child tells how people are connected to places, near and far, in Australia and across the world.

Record: note the card the child told about, the close and far cities pointed to, and the child's own connection in their words.

Part 2 — Chapter 2 — Geographical Skills: geographical inquiry, concluding and decision-making, communicating

Items 7–12 · items 7–11 draw one item from each section of Chapter 2 (2A→2E) · item 12 is the cross-chapter synthesis item · 2 marks each · **12 marks** for the part.

Question 7 — Asking questions — VC2HG2S01 — 2 marks

Content description: VC2HG2S01 (code referenced; VC2 wording is not reproduced) — asking questions about places and about our links to them: the first inquiry skill.

Things: the question-word cards from 2A (figure 2A.1); a map — the Sunview pictorial map from 1A or your local place map from 1C; the question sort mat from 2A (figure 2A.7) with your class's scribed slips; the five big questions from 2A (figure 2A.6).

1. **Say the question words.** Say: "Here are our four question words. Say each one with me."
2. **Ask your own question.** Say: "Look at this map. Ask one question about a place on it. Now say your question, and put it where it goes on the mat."

Watch for:

- *Mark 1* — all four question words said: where, what, how, why.
- *Mark 2* — a real question of the child's own about a place on the map (any of the four words; "Where is the park?", "What is in the river?", "How do we get to the shops?", "Why is the hill green?" all count), and the child's question placed in the matching home on the 2A.7 mat. Follow-up, asked once: "How could we find the answer?" — accept any real plan (go and look, ask someone, look in a book). If your class kept the five big questions of 2A.6 up, a child who aims one of them at a place on the map ("How far is it?") earns the mark.
- Score against extract C (referenced, not quoted): the child asks questions about places, and collects, sorts and records what they find.

Record: scribe the child's question on a slip and note the home they placed it in.

Question 8 — Going and looking — VC2HG2S02 — 2 marks

Content description: VC2HG2S02 (code referenced; VC2 wording is not reproduced) — gathering, ordering and writing down what we find out: from what we observe, from fieldwork and from maps.

Things: a bag; the two hoops or mats from 2B (things we find / things people make, figure 2B.3); a dot-record sheet like figure 2B.4; for the alternative run, the Australia map like figure 2B.8.

1. **Go and look.** Say: "We will go on a short walk. Look with your eyes, your ears and your hands. Find one thing that people did not make, and one thing that people made. Put each one where it goes."
2. **Record with dots.** Say: "Now record what you saw. One dot for one thing. Then tell me what your dots show."

Watch for:

- *Mark 1* — two things collected on the walk and sorted into the right hoops: a rock, stick or leaf to *things we find*; a peg, bin or fence piece to *things people make* — the 2B sort. If you cannot go out, run it at the window with the yard view and two photos from your school's own collection, as 2B allows; the same sort applies.
- *Mark 2* — one dot for each thing seen (the dots match the count) and one true saying from the record ("I saw the most rocks", "four trees, two birds"). **Alternative run for mark 2:** the Australia map like 2B.8 — the child puts the star on their home city and dots on the places their family comes from, and tells one of them.
- Score against extract C (referenced, not quoted): the collecting-sorting-recording language — what the child finds by observing, and from the sources given.

Record: keep the child's dot sheet (or photograph it); write their saying on the back.

Question 9 — Maps, symbols and tables — VC2HG2S03 — 2 marks

Content description: VC2HG2S03 (code referenced; VC2 wording is not reproduced) — representing and describing what we find out, in formats such as sketches, maps with labels, photographs and tables.

Things: the garden pictorial map from 2C (figure 2C.1); the symbols and legend from 2C (figure 2C.4); the clothes pictorial table from 2C (figure 2C.8) or the activities table (figure 2C.9); for the alternative run, the close/distant sort from 2C (figure 2C.12).

1. **Find it with the legend.** Say: “This is the map of the garden. This is the legend — the little box that says what each drawing is. Find the water on the map. Find the home. How did the legend help you?”
2. **Sort the weather table.** Say: “Here is our weather table: sun, rain, wind. And here are the clothes. Put each thing where it goes on the table. Then tell me what the table says.”

Watch for:

- *Mark 1* — the water and the home found on the garden map **by way of the legend**: the child looks at the legend picture, then finds it on the map (watch the eyes and the finger; ask “how did you find it?” once).
- *Mark 2* — the clothes cards from 2C.8 sorted into the sunny, rainy and windy homes (hat and shorts with the sun; the wet-weather things with the rain; and so on, as the class sorted them in 2C) and one true saying about the table (“on sunny days we put on hats”). **Alternative run for mark 2:** the close/distant sort from 2C.12 — “Which places are close — we can walk? Which are distant? How do we get to the distant ones?” — accept: distant places take many hours in a car or in a plane, as 2C says of Sydney and Perth.
- Score against extract D (referenced, not quoted): the representing-and-describing language — the child shows and tells what they collected. The legend work is the labelled-map language of the CD at Foundation pitch.

Record: note what the child found and the saying they gave.

Question 10 — What do we know? What can we do? — VC2HG2S04 — 2 marks

Content description: VC2HG2S04 (code referenced; VC2 wording is not reproduced) — working out what we know from what we found, and what we can do about places.

Things: the park dots picture from 2D (run 8, kick 5, dig 4, sit 3); the six care cards from 2D; the inquiry-path picture from 2D.

1. **What do we know?** Say: “Look at the dots from our park. One dot for every kid. What do we know? Tell me one thing the dots show.”
2. **What can we do?** Say: “Here are six things we can do to look after our places. Put your hand on one. What can we do at this place? Why is that a good thing to do?”

Watch for:

- *Mark 1* — a conclusion drawn from the dots, in the child’s own words. The book’s own conclusion is “Most of us run at the park”; accept any true reading (“more kids run than sit”, “run has the most dots”, “not many kids sit”).
- *Mark 2* — a proposal that matches the picked card (water the plants, put it in the bin, stop the tap, plant a tree, share the space, look after the duck) **with a reason** (“so the plants live”, “so the park stays nice”, “so everyone gets a turn”). Then ask once, as 2D always does: “How do you know?” — the child points to what we have (the dots, the picture, the corner) and says what they know from it.
- Score against extract D (referenced, not quoted): the concluding-and-proposing language — the child says what they know and what they can do. The inquiry path (Ask → Go and look → Sort → What do we know? → What can we do?) is the frame; this item sits on its last two steps.

Record: scribe the conclusion and the proposal-with-reason on the sheet.

Question 11 — Telling our place story — VC2HG2S05 — 2 marks

Content description: VC2HG2S05 (code referenced; VC2 wording is not reproduced) — telling place stories and sharing what we have observed, with maps and photos among the sources.

Things: Mia’s display model from 2E (figure 2E.1); the where-words panel from 2E (figure 2E.2); the three care-story pictures from 2E (figure 2E.5); for the alternative run, the weather infographic sheets from 2E (figures 2E.6–2E.7).

1. **Our display.** Say: “Look at Mia’s display. Tell me the four things on it. Point to each one as you say it.”
2. **Tell the care story.** Say: “Here are our three story pictures. Put them in order: a long time back, now, and after we care. Now tell me the story of the park. Use where-words when you can — near, far, above, below, beside, opposite.”

Watch for:

- *Mark 1* — the four display things named and pointed to on the 2E.1 model: the map, the photograph, the drawing, and a thing from the place (Mia’s sand).
- *Mark 2* — the three pictures ordered (one little tree and no track → the big tree with the new track, seats and tap → the cared-for park), and the story told in the child’s own words with at least one where-word used truly (“the bird is above the tree”, “the duck is near the water”) and one weather or place word. **Alternative run for mark 2:** the weather infographic of 2E.6–7 — the child puts the sun, rain and wind pictures in their season homes and tells one season (“winter is cold; we see our breath”).
- Score against extract E (referenced, not quoted): the source-using, knowledge-using, observation-sharing language. The display and the story cards are the sources; the telling is the narrative.

Record: note the four things said and one where-word the child used truly.

Question 12 — One place, all we know — all 11 CDs — 2 marks

Synthesis item — spans all 11 content descriptions taught in this book. Scored against all five extracts; see the marking guide.

Things: the child's own pick from the book's shelves: a map (1C or 1F), the feature cards (1D), the sky cards (1E), the question mat (2A.7), the care cards (2D), a blank display paper (2E.9), the where-words panel (2E.2).

1. **Your place.** Say: "Tell me a place you like. It can be close or far. Then get the things you want to show it with."
2. **Ask.** Say: "Ask me one question about your place."
3. **Features.** Say: "Tell me one natural feature and one constructed feature of your place."
4. **Where is it?** Say: "Show me where your place is. Point to it on the map. Is it close to us, or far away?"
5. **Weather and people.** Say: "What is the weather like there? Who goes there with you?"
6. **Know and do.** Say: "Tell me one thing you know about your place. Now tell me one thing we can do to look after it."
7. **Share your story.** Say: "Now show your place and tell me about it. Use where-words. You can use a map, a photo, a drawing, or a thing."

Watch for: run this as one warm talk, in any order — steps 2–7 are prompts, not a script to march through. Lay out only what the child picks.

- *Mark 1 (the knowledge side)* — steps 3–5: one natural **and** one constructed feature named for the child's own place (1D); the place located — a point on the local or Australia map — and said close or far (1C, 2C, 1F); and one true weather or people saying (1E, 1F, 1A).
- *Mark 2 (the skills side)* — steps 2, 6 and 7: a real question asked (2A); one thing known — a conclusion — and one care proposal, each with any reason at all (2D); and the place story shared with a source used (map, photo, drawing or thing) and at least one where-word (2E).
- A park like Mia's, a grandma's town, the beach, the school yard — any place the child really likes. Do not steer the pick; the synthesis is theirs.
- Score against all five extracts; the step keys above show which section's language each step evidences.

Record: note the place picked, the two features, the close/far saying, the question, the conclusion, the proposal and the where-word. This is the richest evidence in the review — keep it well.

Recording sheet

Print one per child. Whole marks only; each mark line earns 1 or 0. Notes are for teaching, not for grading — this book has no grades (TOC D9).

Item	Section	CD	Mark 1	Mark 2	Notes
1	1A	VC2HG2K0 1	___ /1	___ /1	
2	1B	VC2HG2K0 2	___ /1	___ /1	
3	1C	VC2HG2K0 4	___ /1	___ /1	
4	1D	VC2HG2K0 5	___ /1	___ /1	
5	1E	VC2HG2K0 6	___ /1	___ /1	
6	1F	VC2HG2K0 7	___ /1	___ /1	
7	2A	VC2HG2S0	___ /1	___ /1	

Item	Section	CD	Mark 1	Mark 2	Notes
		1			
8	2B	VC2HG2S0	____/1	____/1	
		2			
9	2C	VC2HG2S0	____/1	____/1	
		3			
10	2D	VC2HG2S0	____/1	____/1	
		4			
11	2E	VC2HG2S0	____/1	____/1	
		5			
12	both	all 11	____/1	____/1	
Total				____/24	

The marking guide, the rubrics scored against the achievement-standard extracts, and the full-mark runs are later in this booklet.

Marking guide — End-of-level review

End-of-level review · both chapters · all 11 content descriptions taught in this book · 12 items · 24 marks · 2 marks per item · observed and oral · untimed. This part is for adults. It is not read to the class.

Marking guide and solutions for the Geography Foundation end-of-level review — the review paper is the first part of this booklet. This whole file is teacher-facing: it is never read to a child (WORD_LEVEL_POLICY Rule 3 — teacher-facing text is not vocabulary-gated; the review gate records this). Rubric language references the achievement-standard extracts of TOC §1 (referenced, not quoted — the standard is stated at the end of Level 2); example responses quote only the book’s own figures and tasks (synthetic-data-free) — a real child’s words will vary, and the variation is the point: the mark follows the extract language, not the sample wording.

The review is observed, not written (TOC D9: no exam, no timed paper, no written response anywhere in this book). You are marking what a child **says, points, sorts and does** while you read every prompt aloud. Mark each item’s two mark lines as the child works; scribe their words on the recording sheet the same day.

Marking rules

- **Whole marks only.** Each mark line earns 1 or 0. No half marks.
- **Mark the run, not the wording.** The child’s own words count. A true saying in three words earns the mark; a recited sentence with no understanding does not.
- **One repeat per mark line** (“Show me again” / “Tell me more”). After the repeat, mark what you saw — do not coach the answer into existence.
- **Pointing counts where the rubric says it counts**, and only with the naming or saying the rubric asks for.
- **A 0 is a teaching note, not a failure.** Write what the child could do in the Notes column; that is next term’s first lesson.
- **D3 boundary.** VC2HG2K03 is excluded entire (TOC D3(a)) and is not assessed anywhere in this review. Items 2, 3 and 5 run on the neutral cores of VC2HG2K02, VC2HG2K04 and VC2HG2K06 (TOC D3(b)); the excluded clauses and elaborations are never drawn on, and no mark may be sought from First Nations content.
- **Nothing new is assessed.** Every rubric below points at a task, figure or material that already exists in sections 1A–1F and 2A–2E. If a child has not met a material before, run the section task first — the review never introduces content.

The five extracts (TOC §1 — referenced, not quoted)

Extract A (scores items 1–5): the standard’s places-and-features language (referenced, not quoted) — the child defines and describes places and their features, weather and seasons among them, says why people care about places, and tells how places change and are looked after.

Extract B (scores item 6): the standard’s connections language (referenced, not quoted) — the child tells how people are connected to places, near and far, in Australia and across the world.

Extract C (scores items 7–8): the standard’s asking-and-collecting language (referenced, not quoted) — the child asks questions about places, and collects, sorts and records what they find, from what they observe and from sources given.

Extract D (scores items 9–10): the standard’s representing-and-concluding language (referenced, not quoted) — the child shows and tells what they collected, then works out conclusions and proposals from it.

Extract E (scores item 11): the standard’s source-using and observation-sharing language (referenced, not quoted) — the child uses sources and what they know about places, and shares what they observed.

Item 12 is scored against **all five extracts** — mark 1 for the knowledge side (A and B), mark 2 for the skills side (C, D and E).

What the marks say

- **20–24 marks:** the child is working at the Foundation achievement standard across both chapters: they define and describe places and features, tell why places matter and how they change and are cared for, ask and answer geographical questions, collect-sort-record from observation, reach conclusions and make proposals, and share their observations with sources.

- **12–19 marks:** secure in places, working on skills (or the reverse). The Notes column says which; the section observation sheets (1A.9-style sheets, 2A.9, 2B.12) hold the finer evidence.
- **Below 12:** not a concern on its own at Foundation — every 0 names a teaching point. Re-run the section task the item drew on, then re-observe informally; the review may be repeated once later in the year with different materials from the same sections.

Question 1 — VC2HG2K01 — 2 marks (*from 1A; extract A*)

Mark	Look for
1	Three features of Sunview named from the pictorial map — any three of: the river, the hill with trees, the park, the school with the flag, the shops, the homes, the road. Named, not just pointed at.
2	The child's own special place named; one reason it is special (people, fun, feelings); one way it is looked after (bin, watering, planting, clean-up — the 1A caring cards may prompt).

Evidences: extract A (referenced, not quoted): the defining-and-describing places language — what places are like, why people care about them, and how they change and are looked after. *Drawn from:* 1A's Sunview pictorial map task, the special-place cards and the caring cards. *If not given, ask once:* "Tell me more about why you love it."

Question 2 — VC2HG2K02 — 2 marks (*from 1B, neutral core per D3(b); extract A*)

Mark	Look for
1	All five name cards in their homes on the 1B.7 mat: Victoria, Bourke Street, Williamstown → <i>from people</i> ; Swan Hill → <i>from what is there</i> ; Horsham → <i>from a long way away</i> . A defended second home for Swan Hill (also <i>from people</i> — a man said it) is accepted and discussed, as in 1B.
2	One name story told with its origin: Queen Victoria; Richard Bourke; King William; the birds and the hill; a town far away also called Horsham. A story about the child's own school, street or suburb counts equally ("our school is called ... because ...").

Evidences: how places get their names (neutral core). The excluded clause and elaborations (D3) are not assessed and must not be prompted. *Drawn from:* 1B's two name stories (figures 1B.4–1B.5), the name-stories table (1B.6) and the sort (1B.7). *If not given, ask once:* "Why do you think it is called that?"

Question 3 — VC2HG2K04 — 2 marks (from 1C, neutral core per D3(b); extract A)

Mark	Look for
1	The place ladder ordered HOME → TOWN → VICTORIA → AUSTRALIA; Victoria pointed to on the states-and-territories map; Melbourne said for its capital city. The capital city is asked once — if it is not said, the ordered ladder plus Victoria still earns the mark.
2	One feature card named (river, desert, high land, reef) and placed with rough truth on the big-features map — river blue in the south-east (Murray or Darling), sand-with-dots for a desert (Great Victoria or Great Sandy), green hills along the east (Great Dividing Range), pink by the north-east sea (Great Barrier Reef) — plus one true thing said about it. Checking with the map's key is good practice, not a fault.

Evidences: showing where places are, from home scale to the nation; the states and territories; the big features and places. The Countries-and-Places clause is excluded (D3(b)) and not assessed. *Drawn from:* 1C's place ladder, states map, states-and-capitals table, big-features map with key, and the four cut-out feature cards. *If not given, ask once:* "Can you check with the key?"

Question 4 — VC2HG2K05 — 2 marks (from 1D; extract A)

Mark	Look for
1	The eight cards sorted on the 1D mat: hill, river, forest → <i>natural</i> (people did not make them); building, road, bridge, playground → <i>constructed</i> (people made them). The park may sit on either side with a reason — the book's own both-accepted card.
2	The change pair read truly: what changed, with the evidence ("new houses and a road — before there were only trees"; "the water washed the land away — the land is small now"; "people dug and put in small trees — now there are many"; "a new bridge and road"). Plus one carer matched to a caring act: ranger → bushland; gardener → plants; helper → picking up around the park; builder → fixing the old building.

Evidences: extract A (referenced, not quoted): what places are made of, the ways they change, and who looks after them. The excluded elaboration (D3) is not assessed. *Drawn from:* 1D's sort mat and feature cards, the change pairs, the care cards and the carer cards. *If not given, ask once:* "How do you know it changed?"

Question 5 — VC2HG2K06 — 2 marks (from 1E, neutral core per D3(b); extract A)

Mark	Look for
1	Today's weather said with a sky word that matches the sky (sunny, cloudy, rainy, windy, snowy — the five sky cards of 1E figure 1) and one of the four watched things said truly about today: rain, hot or cold, sun, wind (1E figure 2).
2	Run A (three places): all three described — our place cold with a hat, Darwin hot with the big sun and a sun hat, Falls Creek with snow falling (1E figure 5) — and the clothes cards sorted to match (figure 8), with a reason (“cold days need warm things”). Run B (two seasons): Darwin's wet and dry seasons each described from figure 6 — dry: big sun, blue sky; wet: big black cloud, lots and lots of rain. Either run earns the mark.

Evidences: extract A (referenced, not quoted): the weather-and-seasons share of the describing language. The seasonal-calendars clause is excluded (D3(b)) and not assessed. *Drawn from:* 1E's sky cards, four-things table, weather-watch routine, one-winter-day-three-places pictures, Darwin wet/dry pictures and clothes sort. *If not given, ask once:* “What do you see in the sky right now?”

Question 6 — VC2HG2K07 — 2 marks (from 1F; extract B)

Mark	Look for
1	The five cards of the 1F sort sheet on the right mats — house with family and letter → <i>family</i> ; banana → <i>food</i> ; ball and sunny place with blue water → <i>fun</i> — and one card's place-connection told: the banana comes from a hot farm far away; the letter comes from Nana; the sunny place is the holiday; the ball is the game we all play, here and far away.
2	On the 1F Australia places map: Melbourne pointed to as close; Sydney, Brisbane or Perth pointed to as far. Plus the child's own connection — a person and another place, with one way they stay close (visit, phone, letter, video, photos). Mia's web (Nana and Pop in Colac, friends in Melbourne, food from far away, the holiday, sport) may be held up as the model, not the answer.

Evidences: extract B (referenced, not quoted): telling how people are connected to places, near and far — the child's own connection is the close-up end; the map cities and the far-away farm are the wider end. *Drawn from:* 1F's close/far pictures, Mia's web, the places map, the food pictures and the sort sheet. *If not given, ask once:* “Who lives a long way from here?”

Question 7 — VC2HG2S01 — 2 marks (from 2A; extract C)

Mark	Look for
1	All four question words said: where, what, how, why (the cards of figure 2A.1).
2	A real question of the child's own, asked at the provided map, and placed in its matching home on the question sort mat (figure 2A.7). Any of the four words; a question that aims one of the five big questions (2A.6) at a place on the map also earns it. Follow-up once: "How could we find the answer?" — accept any real plan (go and look, ask someone, look in a book).

Evidences: extract C (referenced, not quoted): the asking-questions language. *Drawn from:* 2A's question-word cards, the question mat task and the big-questions card. *If not given, ask once:* "What do you want to know about the park?"

Question 8 — VC2HG2S02 — 2 marks (from 2B; extract C)

Mark	Look for
1	One thing that is there by itself and one thing people made, collected on the short walk (or, indoors, chosen from the yard view and the school's own photos as 2B allows) and each put in its hoop: <i>things we find</i> / <i>things people make</i> (figure 2B.3).
2	Run A (dots): one dot for each thing seen — the dots match the count — and one true saying from the record ("four trees, two birds", "the most rocks"). Run B (map): the star on the child's home city and dots on family places on the Australia map like figure 2B.8, with one of them told. Either run earns the mark.

Evidences: extract C (referenced, not quoted): the collecting-sorting-recording language — the walk is the fieldwork; the hoops are the sort; the dots are the record. *Drawn from:* 2B's walk, the sort, the dot record and the places-on-the-map task. *If not given, ask once:* "What did your eyes find?"

Question 9 — VC2HG2S03 — 2 marks (from 2C; extract D)

Mark	Look for
1	The water and the home found on the garden pictorial map (figure 2C.1) by way of the legend (figure 2C.4): the child goes from the legend picture to the map. Watch the eyes and finger; "how did you find it?" once.
2	Run A (pictorial table): the clothes cards sorted into the sun, rain and wind homes of the 2C.8 table (or the activities cards into 2C.9), with one true saying ("on sunny days we put on hats"). Run B (close/distant): places sorted close (walking distance) or distant (figure 2C.12), with the getting-there said for a distant one — many hours in a car (Sydney), many hours in a plane (Perth), as 2C says. Either run earns the mark.

Evidences: extract D (referenced, not quoted): the representing-and-describing language — the legend, the pictorial table and the close/distant sort are the represent-and-describe formats of 2C at Foundation pitch. *Drawn from:* 2C's garden map, symbols-and-legend, clothes and activities tables and close/distant sort. *If not given, ask once:* "What does the legend say?"

Question 10 — VC2HG2S04 — 2 marks (from 2D; extract D)

Mark	Look for
1	One conclusion from the park dots, in the child's own words. The book's own conclusion: "Most of us run at the park." Accept any true reading of the dots (run 8, kick 5, dig 4, sit 3): "more kids run than sit", "run has the most dots".
2	One proposal matching the picked care card (water the plants, put it in the bin, stop the tap, plant a tree, share the space, look after the duck) with a reason ("so the plants live", "so everyone gets a turn"). Then "How do you know?" once: the child points to what we have (dots, picture, corner) and says what they know from it — the 2D reasoning move.

Evidences: extract D (referenced, not quoted): the concluding-and-proposing language. The item sits on the last two steps of 2D's inquiry path (Ask → Go and look → Sort → What do we know? → What can we do?). *Drawn from:* 2D's park dots, care cards and how-do-you-know poster. *If not given, ask once:* "What can we do, so the park stays a good place?"

Question 11 — VC2HG2S05 — 2 marks (from 2E; extract E)

Mark	Look for
1	The four display things named and pointed to on Mia's display model (figure 2E.1): the map, the photograph, the drawing, and a thing from the place (Mia's sand).
2	Run A (care story): the three pictures of figure 2E.5 ordered — a long time back (one little tree, no track) → now (big tree, new track, new seats, a tap) → cared for — and the story told in the child's own words with at least one true where-word (near, far, above, below, beside, opposite — figure 2E.2) and one weather or place word. Run B (infographic): the sun, rain and wind pictures put in their season homes on figures 2E.6–7 and one season told ("winter is cold"). Either run earns the mark.

Evidences: extract E (referenced, not quoted): the source-using, knowledge-using, observation-sharing language. The display and story cards are the sources; the telling is the narrative of the CD. *Drawn from:* 2E's display model, where-words panel, care story and infographic. *If not given, ask once:* "Where is the duck?"

Question 12 — all 11 CDs — 2 marks (*synthesis, both chapters; all five extracts*)

Mark	Look for
1	Knowledge side (extracts A–B): one natural and one constructed feature of the child’s own picked place (1D language); the place located — a point on the local map (1C) or the Australia map (1C/1F) — and said close or far (1C/2C/1F); one true weather or people saying about the place (1E/1F/1A).
2	Skills side (extracts C–E): a real question asked about the place (2A); one thing known — a conclusion — and one care proposal, each with any reason at all (2D); the place story shared with a source used — map, photo, drawing or thing — and at least one where-word (2E/2C).

Evidences: the whole standard at once, on one place of the child’s choosing. *Drawn from:* every section’s core task, as keyed in the paper’s step list (steps 2–7 map to 2A, 1D, 1C/2C/1F, 1E/1F, 2D, 2E). The child picks the place and the materials; do not steer either. *If not given, ask once*, per side: “Tell me one thing about it.” / “What can we do to look after it?”

Coverage note

Twelve items across the 11 taught content descriptions: VC2HG2K01 (item 1), VC2HG2K02 neutral core (item 2), VC2HG2K04 neutral core (item 3), VC2HG2K05 (item 4), VC2HG2K06 neutral core (item 5), VC2HG2K07 (item 6), VC2HG2S01–VC2HG2S05 (items 7–11), and all 11 again in the synthesis (item 12). VC2HG2K03 is absent by recorded exclusion (CONTENT_POLICY Rule 1; TOC D3(a)) — an audited exclusion, never a silent gap, and never filled with invented neutral content.

Solutions — End-of-level review

*End-of-level review · 24 marks · 2 marks per item. The review is observed, not written, so its solutions are what a **full-mark run** looks and sounds like. Each item below, in the paper's order, gives the run with sample responses quoted from the book's own figures and tasks. A real child's words will differ; the mark follows the rubric, not the sample.*

Question 1 — Our place — full-mark run

- *Mark 1.* The child points at the Sunview pictorial map and says: “the river”, “the hill”, “the park” — three features, each pointed at and named. (The map also holds the school with the flag, two shops, the homes and the road; any three named features earn the mark.)
- *Mark 2.* “My special place is the play area with the swings and the slide. I go with my friends. We put the rubbish in the bin.” — own place named, reason given, one way of looking after it told. The four special-place cards of 1A (bedroom with the teddy, play area, holiday beach, grandma's home) often prompt the pick; the caring cards (bin, watering can, seedling, park clean-up) prompt the care.

Question 2 — Name stories — full-mark run

- *Mark 1.* On the 1B.7 mat: Victoria, Bourke Street and Williamstown go to *from people*; Swan Hill goes to *from what is there*; Horsham goes to *from a long way away*. A child who puts Swan Hill with *from people* and says “a man said it” has defended a second right answer — accepted, as in 1B.
- *Mark 2.* “Victoria — the name comes from Queen Victoria. She lived a long, long time back.” Or: “Swan Hill — a man saw a hill and water and lots of big white birds. The birds made a big sound. He said: I will call the place Swan Hill.” Or the child's own: “Our school is called [name] because [reason the family or the child knows].”

Question 3 — From home to Australia — full-mark run

- *Mark 1.* Boxes ordered HOME → TOWN → VICTORIA → AUSTRALIA; the child finds Victoria on the states map and says “Melbourne” for its capital city (the states-and-capitals table may sit nearby as the class built it in 1C — saying Melbourne unaided is the strongest run; not saying it after one ask still earns the mark if the ladder and Victoria are right).
- *Mark 2.* The child picks the reef card: “The Great Barrier Reef. It is in the sea, by this side” — placing it in the pink along the north-east sea, checking with the key (“pink is a reef”), and adding one true thing: “it is big”. A river card placed on the Murray blue in the south-east (“the river is long”), a desert on the sand-with-dots, or high land on the green hills along the east each earn the mark the same way.

Question 4 — Features, change and care — full-mark run

- *Mark 1.* Hill, river and forest go to *natural feature — people did not make it*; building, road, bridge and playground go to *constructed feature — people made it*. The park card: “I put the park here (constructed) because people made the slide and the path” — or “...here (natural) because the trees grow there”. Either side earns the mark **with the reason**.
- *Mark 2.* At the river pair: “The water washed the land away. Look — the land was high with a tree, and now the land is small.” Then a carer card: “The ranger. The ranger looks after the bushland.” (Gardener → the plants; helper → picking up around the park; builder → fixing up the old building.)

Question 5 — Weather and seasons — full-mark run

- *Mark 1.* The child looks out the window, holds up the cloudy sky card and says “cloudy — a big white cloud”, then one watched thing: “the wind — the tree is moving”. (Any sky word true of today, plus any of the four things — rain, hot or cold, sun, wind — said truly.)
- *Mark 2, run A.* “Our place is cold — the kid has a hat. Darwin is hot — big sun, sun hat. Falls Creek has snow falling.” Clothes sorted: warm things to the cold day, sun hat and light things to the hot day. “The clothes are different because the weather is different.” *Run B.* “Darwin has two seasons. The dry season has a big sun and a blue sky. The wet season has a big black cloud and lots and lots of rain.”

Question 6 — Connections near and far — full-mark run

- *Mark 1.* House with family and the letter go to the *family* mat; the banana to *food*; the ball and the sunny place with blue water to *fun*. “The banana comes from a hot farm far away.” (Or: “The letter comes from Nana.” Or: “The sunny place is our holiday.”)
- *Mark 2.* On the Australia places map: a finger on Melbourne — “close” — and a finger on Sydney, Brisbane or Perth — “far away”. Then the child’s own web line: “My nana lives in Colac. We visit in the car. She sends me letters.” Any real person, place and staying-close way earns the mark — Mia’s web (Nana and Pop in Colac, friends in Melbourne, food from far away, the holiday, sport) is the model, not the required answer.

Question 7 — Asking questions — full-mark run

- *Mark 1.* At the four cards: “where... what... how... why.”
- *Mark 2.* The child looks at the map and asks: “What is in the park?” — then says it again and puts the slip (or their finger) in the *what* home of the 2A.7 mat. Asked “How could we find the answer?”: “We can go and look.” (Or a big question aimed at the map: pointing at the shops — “How far is it?”)

Question 8 — Going and looking — full-mark run

- *Mark 1.* On the walk the child picks up a stick — “this is there by itself” — into the *things we find* hoop, and a peg or a piece of fence — “people made this” — into the *things people make* hoop. (Indoors: the same sort from the yard view and two school photos.)
- *Mark 2.* The child puts one dot per thing on the record sheet — four dots by the trees, two by the birds — and says: “I saw four trees and two birds. The trees have the most dots.” *Run B:* the star on the home city, dots on the family places, and one told: “This dot is Dad’s town.”

Question 9 — Maps, symbols and tables — full-mark run

- *Mark 1.* The child’s finger goes first to the legend — the little water picture — then to the water on the garden map; then the home symbol, then the home on the map. Asked how: “The legend says this picture is the water, so I found it.”
- *Mark 2, run A.* Hat and shorts to the sun home of the clothes table, the wet-weather things to the rain home; “on sunny days we put on hats.” *Run B.* “The park is close — we can walk. Sydney is distant — many hours in a car. Perth is many hours in a plane.”

Question 10 — What do we know? What can we do? — full-mark run

- *Mark 1.* At the park dots: “Most of us run at the park.” (Or: “Run has eight dots — the most.” Or: “More kids run than sit.”)
- *Mark 2.* The child picks the *Water the plants* card: “We can water the plants, so they live and grow.” Asked “How do you know?”: points at the dots and the picture — “look at what we have: the dots say we run a lot, so we share the space too”. Any card, any true proposal, any real reason earns the mark.

Question 11 — Telling our place story — full-mark run

- *Mark 1.* At Mia’s display: “the map... the photograph... my drawing... and a thing — sand”, each pointed to on the 2E.1 model.
- *Mark 2, run A.* Pictures ordered: one little tree and no track → the big tree with the new track, new seats and a tap → the cared-for park. The story: “This is our park. A long time back it had one little tree. Now it has a big tree and a track. We look after it — we put it in the bin and we plant. The bird is above the tree. Our park is a good place!” *Run B:* sun, rain and wind pictures in their season homes on the infographic, and one season told: “Winter is cold. We see the wind in the trees.”

Question 12 — One place, all we know — full-mark run

The child picks the park (like Mia's special place in 2E) and collects: the local map, the feature cards, the sky cards, the care cards, the display paper.

- *Ask*. "How far away is the park?" (a real question, any word).
- *Features*. "The big gum tree is a natural feature. The slide is a constructed feature — people made it."
- *Where*. A finger on the local map: "here. It is close — we can walk."
- *Weather and people*. "Today it is sunny. We put on hats. I go with my friends."
- *Know and do*. "I know most of us run at the park. We can share the space, so everyone gets a turn."
- *Share*. At the display paper: "This is my park. The duck is near the water. The ball is beside the mat. The slide is opposite the big tree. I love my park."
- *Mark 1* is earned by the features, the located close/far saying and the weather-and-people saying; *mark 2* by the question, the conclusion plus proposal, and the shared story with a source and a where-word. Any real place — the beach, a grandma's town, the school yard — runs the same way with its own true content.